



Mitchell Road Elementary

4124 East North Street
Greenville, SC 29615

Grades	PK-5 Elementary School	
Enrollment	588 Students	
Principal	Nerissa Lewis	864-355-6700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

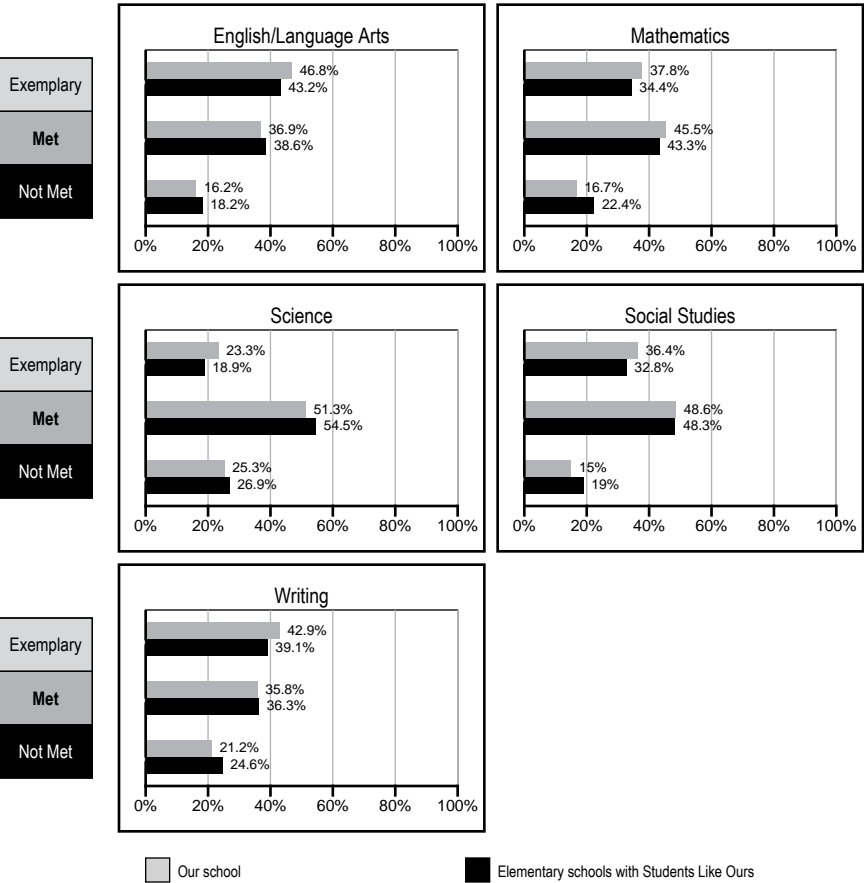
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	31	46	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=588)				
First graders who attended full-day kindergarten	91.7%	Down from 98.0%	100.0%	100.0%
Retention rate	1.5%	Down from 2.4%	1.9%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.3%	96.3%
Eligible for gifted and talented	21.8%	Up from 21.6%	14.1%	10.0%
With disabilities other than speech	6.5%	Down from 7.0%	7.4%	7.7%
Older than usual for grade	0.2%	Down from 0.7%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	61.5%	Up from 51.4%	61.3%	59.4%
Continuing contract teachers	82.1%	Up from 75.7%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 80.0%	88.3%	85.9%
Teacher attendance rate	96.2%	Up from 96.1%	95.3%	95.1%
Average teacher salary*	\$48,381	Up 8.2%	\$47,426	\$47,149
Professional development days/teacher	10.6 days	Down from 12.3 days	10.9 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 20.1 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 90.9%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,488	Down 7.9%	\$6,954	\$7,458
Percent of expenditures for instruction**	65.7%	Down from 67.7%	69.2%	68.8%
Percent of expenditures for teacher salaries**	62.3%	Up from 59.9%	63.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district's Education Plan. The School Improvement Council, along with school personnel, regularly review the progress made toward achieving these goals.

Mitchell Road Elementary is an award-winning school. In recent years, it has been named a National Blue Ribbon School of Excellence and a Carolina First Palmetto's Finest School. In addition, the school received the Red Carpet Award for exemplary customer service and the Safe Kids School Award for keeping children safe and healthy. Mitchell Road elementary was just recognized by the State Department of Education with a silver award for closing the achievement gap.

Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child's education. The active involvement of the school's PTA helps provide programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on PTA or SIC committees, landscaping, chaperoning field trips, and sponsoring school-wide clubs. We recognize the importance of parent involvement in our school and the impact that it can have on student success.

Teachers and staff work together to meet the needs of each student. Every child has the opportunity to achieve success related not only to academics, but also in areas such as music, art, and physical education. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

Nerissa Lewis, Principal
Martie Reynolds, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	35	78	33
Percent satisfied with learning environment	100.0%	92.3%	81.3%
Percent satisfied with social and physical environment	100.0%	89.6%	96.9%
Percent satisfied with school-home relations	100.0%	86.8%	90.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	239	100	15.9	37	47.1	93	84	82.8	Yes	Yes
Gender										
Male	112	100	20.4	31.5	48.1	92.6	80.8	79.3	N/A	N/A
Female	127	100	11.8	42	46.2	93.3	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	131	100	11.7	29.7	58.6	92.2	89.5	89.5	Yes	Yes
African American	74	100	19.1	54.4	26.5	97.1	72.7	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	25	100	34.8	30.4	34.8	82.6	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	35	100	41.2	26.5	32.4	73.5	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	30.8	26.9	42.3	84.6	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	22.9	39.4	37.6	90.8	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	239	100	16.3	46.7	37	92.5	80.9	78.9	Yes	Yes
Gender										
Male	112	100	14.8	45.4	39.8	92.6	79.6	77	N/A	N/A
Female	127	100	17.6	47.9	34.5	92.4	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	131	100	10.2	44.5	45.3	95.3	87	87.2	Yes	Yes
African American	74	100	23.5	52.9	23.5	86.8	66.3	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	25	100	34.8	39.1	26.1	91.3	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	35	100	41.2	44.1	14.7	73.5	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	30.8	38.5	30.8	92.3	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	25.7	47.7	26.6	88.1	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	158	100	24.7	51.3	24	75.3	71.3	67.5
Gender								
Male	76	100	22.7	52	25.3	77.3	70.8	67
Female	82	100	26.6	50.6	22.8	73.4	71.8	68
Racial/Ethnic Group								
White	91	100	11.1	54.4	34.4	88.9	79.5	79.5
African American	43	100	40	55	5	60	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	19	100	52.6	31.6	15.8	47.4	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	23	100	47.8	34.8	17.4	52.2	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	21	100	47.6	38.1	14.3	52.4	60.4	59.6
Socio-Economic Status								
Subsided meals	80	100	40.8	47.4	11.8	59.2	57.5	55.1

Social Studies

All Students	154	100	15.9	49	35.2	84.1	75.7	72.3
Gender								
Male	73	100	11.4	44.3	44.3	88.6	75.1	71.5
Female	81	100	20	53.3	26.7	80	76.3	73.2
Racial/Ethnic Group								
White	79	100	9.2	44.7	46.1	90.8	81.7	80.7
African American	51	100	28.3	50	21.7	71.7	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	15	100	14.3	64.3	21.4	85.7	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	21	100	20	50	30	80	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	18	100	11.1	55.6	33.3	88.9	69	67.9
Socio-Economic Status								
Subsided meals	72	100	24.2	47	28.8	75.8	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	241	96.7	20.2	36.3	43.5	79.8	72.9	70.2	96.5	96.5
Gender										
Male	113	94.7	23.1	45.2	31.7	76.9	66.4	63.2	96.3	96.4
Female	128	98.4	17.6	28.6	53.8	82.4	79.7	77.5	96.6	96.5
Racial/Ethnic Group										
White	132	97	13.5	38.1	48.4	86.5	80.5	79.1	96.5	96.3
African American	75	97.3	34.3	31.3	34.3	65.7	57.1	57.6	96.5	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.1	97.6
Hispanic	25	92	22.7	50	27.3	77.3	61.3	62.6	95.8	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	96.8	95.2
Disability Status										
Disabled	32	81.3	60	24	16	40	28.4	26.1	95.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	28	92.9	28	32	40	72	60.5	61.2	96.4	97.2
Socio-Economic Status										
Subsidized meals	119	97.5	28.4	38.5	33	71.6	58.8	58.9	95.9	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	10	28.8	61.3	90
	4	72	100	16.2	35.3	48.5	83.8
	5	82	100	21.5	46.8	31.6	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	16.3	37.5	46.3	83.8
	4	72	100	13.2	42.6	44.1	86.8
	5	82	100	19	59.5	21.5	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	34.9	37.2	27.9	65.1
	4	72	100	20.3	59.4	20.3	79.7
	5	42	100	21.4	52.4	26.2	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	42	100	17.9	46.2	35.9	82.1
	4	72	100	10.1	49.3	40.6	89.9
	5	40	100	24.3	51.4	24.3	75.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	85	97.7	24.1	32.9	43	75.9
	4	72	95.8	16.7	31.8	51.5	83.3
	5	84	96.4	19.2	43.6	37.2	80.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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